



# CIS TEACHER GROWTH AND SUPERVISION POLICY

## **BACKGROUND**

The school has a responsibility to monitor and assess an employee's performance as well as to foster and support the pursuit of excellence in each individual's profession. To this end, Canadian International School of Guangzhou is committed to effective supervision and evaluation. To this end the school is committed to promoting ongoing growth. The purpose of the CIS Growth Model is to provide a framework that aligns basic principles underlying the educational environment, with the defined performance standards, the processes of evaluation, professional growth and remediation plans. Annual professional growth plans are a component of the CIS Professional Growth Model.

## **POLICY**

The school believes that effective supervision and evaluation focuses on the performance of individuals and the quality of service. This focus contributes to excellence in student performance and to the growth and development of employees. Such supervision and evaluation will provide information, commendations and/or recommendations necessary in making managerial decisions regarding employment, promotion and continuing contracts.

## **GUIDELINES**

### **Professional Development**

Every teacher and administrator is allocated funds each year for professional development (PD). Teachers who attend conferences are encouraged to share their learning upon their return and to submit a review about their achievements. In addition to self-directed PD, the school organizes PD days each year. Teachers, grade level teams, and Professional Learning Communities are encouraged to develop collaborative PD initiatives as well.

### **Professional Growth Plans**

Each teacher is expected to complete a professional growth plan by the last school day in September to be reviewed and discussed with the administration of the school. These plans will be reviewed as part of the supervision and evaluation program and again at the end of the year. There are different templates available on the portal.

### **Supervision**

A fundamental component of the policy must be ongoing supervision of teachers including:

- a. providing support and guidance to teachers;

**Canadian International School of Guangzhou 广州市加拿大外籍人员子女学校**

Add: No.122 Dongyi Rd, Panyu District, Guangzhou 广州市番禺区东艺路 122 号

Tel: +86 20 39939333

Website: [www.cisgz.com](http://www.cisgz.com)



- b. observing and receiving information from any source about the quality of teaching a teacher provides to students; and
- c. identifying the behaviors or practices of a teacher that for any reason may require an evaluation.

### Evaluation

Evaluation focuses on the competency and performance of teachers and is designed to perform a comparative, judgmental function, the results of which are used in making decisions for purposes of employment including hiring, continuing contracts, promotion, termination, etc. The principal is directly responsible for the evaluation of a teacher, but may designate a vice principal to carry out the duties.

### Evaluation Summary Chart

<b>New to CIS- Beginning Teachers (1 or 2 years experience)</b>
<ul style="list-style-type: none"> <li>• One formal evaluation</li> <li>• Mandatory participation in the Teacher Mentorship Program</li> <li>• Informal classroom visits by administration</li> </ul>
<b>New to CIS- Early Career Teachers (3 to 10 years of experience)</b>
<ul style="list-style-type: none"> <li>• One formal evaluation by the principal</li> <li>• Informal classroom visits by administration</li> </ul>
<b>New to CIS- Mid to Late Career Teachers (more than 10 years experience)</b>
<ul style="list-style-type: none"> <li>• One reflective meeting with the principal</li> <li>• Evidence of reflection in the Professional Growth Plan</li> <li>• Informal classroom visits by administration</li> </ul>
<b>Returning Teachers</b>
<ul style="list-style-type: none"> <li>• One reflective meeting with the Principal</li> <li>• Evidence of reflection in the Professional Growth Plan</li> <li>• Informal classroom visits by administration</li> <li>• Recommendation for contract status</li> </ul>
<b>Teachers Applying for Permanent Professional Certificate</b>
<ul style="list-style-type: none"> <li>• Two formal evaluations</li> <li>• Informal classroom visits by administration</li> </ul>

The evaluation of a teacher may be conducted for the following reason(s):

- a. upon the written request of the teacher;
- b. for purposes of gathering information related to a specific employment decision;
- c. for purposes of assessing the growth of the teacher in specific areas of practice,



c. when, on the basis of information received through supervision, the principal has reason to believe that the teaching of the teacher may not meet the *Teaching Quality Standard*.

On initiating an evaluation, the principal must communicate explicitly to the teacher:

- a. the reasons for and purposes of the evaluation including reference to specific competencies set out in the *Teaching Quality Standard* that are in issue;
- b. the process, criteria and standards to be used;
- c. the timelines to be applied; and
- d. the possible outcomes of the evaluation.

## **PROCEDURE FOR TEACHER EVALUATIONS**

1. Evaluation of teachers who do not possess a permanent professional certificate and are beginning teachers and new to CIS.

- a. The evaluation team will consist of the principal or designate.
- b. At least two formal written evaluations will be completed, one by the end of January, and the second being completed by April 30 in the current school year.
- c. Evaluations will focus on determining the degree to which the Teacher possesses and applies the competencies set out in the *Teaching Quality Standard*.
- d. The Principal shall make a recommendation to the Designated Signing Authority (DSA) pertaining to the Teacher's employment in a final report to be prepared based on the evaluations by the principal.
- e. The school shall follow the certification process as prescribed by Alberta Education.

2. Evaluation of Teachers whose performance may not be meeting the Teaching Quality Standard

- a. In the opinion of the principal, if the information received through supervision warrants an evaluation of a teacher's performance, the Principal will be notified.
- b. One or more of the principal or designate, or the Principal shall conduct an evaluation based on no less than two observations of the teacher's teaching, and shall determine if all aspects of the teacher's practice meet the competencies of the Teaching Quality Standard.
- c. Within thirty (30) calendar days of the completion of the evaluation, the last of the evaluators shall prepare a report and shall include recommendations pertaining to the need for the teacher to remediate his or her practices (if applicable).



- d. The principal, the Head of School, and the teacher shall meet to discuss the evaluation. The teacher shall be given an opportunity to append any written comments to the report, provided that such comments are received within seven (7) calendar days of the date the report is given to the Teacher.
- e. The evaluation, together with the teacher's comments, shall be placed in the teacher's personnel file.
- f. When the report determines that a teacher's practice does not meet the Teaching Quality Standard, the Principal will;
  - i. offer an additional period of remediation to the teacher, if the Principal believes significant but not sufficient improvement has occurred and that such further remediation is likely to succeed; and/or
  - ii. change the teacher's assignment, if the principal is of the opinion that such a change will permit the teacher to succeed and any perceived difficulties in any area of teaching practice can be effectively eliminated by such a change; or recommend to the Board of Directors to terminate the teacher's contract of employment.

This procedure does not restrict:

1. The Principal or principal from taking disciplinary or other action, as appropriate, where any one of them has reasonable grounds for believing that the actions or practices of a teacher endangers the safety of students, constitutes a neglect of duty, a breach of trust or a refusal to obey an order of the Board,
2. The teacher shall have an opportunity to discuss the evaluation with the evaluator and to append additional information to an evaluation report as provided above.

## **TEACHER CONTRACTS**

### **Termination of Contract**

The employment of the teacher shall terminate upon the expiration of the Term or such earlier termination in accordance with the conditions in the contract.

It is the responsibility of the teacher to advise CIS in writing by the first working Friday in December if the Teacher does not wish to renew the contract for an additional school year beyond the agreement term.



It is the responsibility of CIS to advise the teacher in writing by the first working Friday in December if the School does not intend to renew the teacher's contract beyond the agreement term.

### **Renewal of Contract**

It is the responsibility of the teacher to advise CIS in writing by the first working Friday in December if the teacher wishes to renew the contract for an additional school year beyond the agreement term.

It is the responsibility of CIS to advise the teacher in writing by the first working Friday in December if the school intends to renew the teacher's contract beyond the agreement term.

### **RELEVANT DOCUMENTS**

- The CIS Teacher Evaluation Report
- The CIS Observation Guide
- The Alberta Teaching Quality Standards KSA's